

## Chesnee Middle

805 South Alabama Ave.  
Chesnee, SC 29323

**Grades** 6-8 Middle School

**Enrollment** 536 Students

**Principal** Dale R. Campbell 864-461-3900

**Superintendent** Dr. Scott J. Mercer 864-578-0128

**Board Chair** Mrs. Joyce M. Wright 864-578-0128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	21	23	2

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Below Average	No

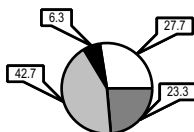
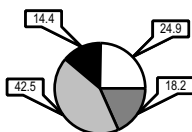
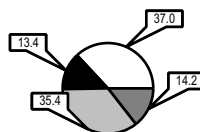
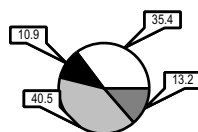
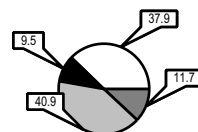
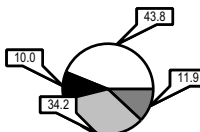
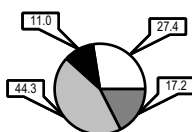
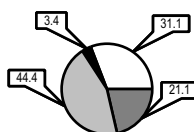
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	98.1
<b>English 1</b>	100.0	96.0
<b>Biology 1/Applied Biology 2</b>	N/A	80.0
<b>Physical Science</b>	N/A	76.2
<b>All Subjects</b>	100.0	97.1

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	529	100.0	27.7	42.7	23.3	6.3	43.1	Yes	Yes
<b>Gender</b>									
Male	289	100.0	33.7	42.7	17.2	6.4	36.0	N/A	N/A
Female	240	100.0	20.7	42.7	30.4	6.2	51.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	456	100.0	25.1	43.8	24.1	7.0	45.9	Yes	Yes
African American	60	100.0	47.3	32.7	18.2	1.8	25.5	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	450	100.0	18.0	47.8	27.0	7.3	49.6	N/A	N/A
Disabled	79	100.0	85.9	12.7	1.4	0.0	4.2	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	529	100.0	27.7	42.7	23.3	6.3	43.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	521	100.0	27.8	42.4	23.7	6.2	43.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	312	100.0	36.2	42.9	17.7	3.2	33.0	No	Yes
Full-pay meals	217	100.0	16.5	42.5	30.7	10.4	56.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	529	100.0	24.9	42.5	18.2	14.4	47.8	Yes	Yes
<b>Gender</b>									
Male	289	100.0	28.8	37.5	16.1	17.6	48.3	N/A	N/A
Female	240	100.0	20.3	48.5	20.7	10.6	47.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	456	100.0	22.0	43.3	18.7	15.9	50.8	Yes	Yes
African American	60	100.0	45.5	34.5	16.4	3.6	29.1	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	450	100.0	17.7	44.9	20.8	16.5	54.1	N/A	N/A
Disabled	79	100.0	67.6	28.2	2.8	1.4	9.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	529	100.0	24.9	42.5	18.2	14.4	47.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	521	100.0	25.1	42.2	18.3	14.4	48.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	312	100.0	31.6	41.5	16.7	10.3	41.5	Yes	Yes
Full-pay meals	217	100.0	16.0	43.9	20.3	19.8	56.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	529	100.0	37.0	35.4	14.2	13.4	27.5
<b>Gender</b>							
Male	289	100.0	39.0	30.0	13.9	17.2	31.1
Female	240	100.0	34.8	41.9	14.5	8.8	23.3
<b>Racial/Ethnic Group</b>							
White	456	100.0	34.2	35.1	15.7	15.0	30.7
African American	60	100.0	58.2	34.5	5.5	1.8	7.3
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	450	100.0	30.7	38.1	16.3	14.9	31.2
Disabled	79	100.0	74.6	19.7	1.4	4.2	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	529	100.0	37.0	35.4	14.2	13.4	27.5
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	521	100.0	37.2	35.0	14.2	13.6	27.8
<b>Socio-Economic Status</b>							
Subsidized meals	312	100.0	43.6	34.8	11.7	9.9	21.6
Full-pay meals	217	100.0	28.3	36.3	17.5	17.9	35.4

<b>Social Studies</b>							
All Students	529	100.0	35.4	40.5	13.2	10.9	24.1
<b>Gender</b>							
Male	289	100.0	36.3	34.8	15.0	13.9	28.8
Female	240	100.0	34.4	47.1	11.0	7.5	18.5
<b>Racial/Ethnic Group</b>							
White	456	100.0	33.0	41.5	13.3	12.2	25.5
African American	60	100.0	50.9	34.5	12.7	1.8	14.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	450	100.0	28.8	44.0	15.4	11.8	27.2
Disabled	79	100.0	74.6	19.7	0.0	5.6	5.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	529	100.0	35.4	40.5	13.2	10.9	24.1
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	521	100.0	35.4	40.5	13.2	10.9	24.1
<b>Socio-Economic Status</b>							
Subsidized meals	312	100.0	44.3	37.6	8.9	9.2	18.1
Full-pay meals	217	100.0	23.6	44.3	18.9	13.2	32.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	34.9	36.6	23.4	5.1	28.6
	7	181	100.0	25.1	41.5	27.5	5.8	33.3
	8	158	100.0	25.7	44.7	23.0	6.6	29.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	34.7	42.0	17.3	6.0	23.3
	7	186	100.0	24.6	39.4	28.6	7.4	36.0
	8	178	100.0	24.9	46.7	23.1	5.3	28.4
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	21.7	42.9	23.4	12.0	35.4
	7	181	100.0	25.1	36.3	18.7	19.9	38.6
	8	158	100.0	36.8	45.4	13.2	4.6	17.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	18.0	48.0	16.7	17.3	34.0
	7	186	100.0	22.3	41.1	20.0	16.6	36.6
	8	178	100.0	33.7	39.1	17.8	9.5	27.2
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	44.0	32.0	14.3	9.7	24.0
	7	181	100.0	31.0	27.5	17.0	24.6	41.5
	8	158	100.0	40.1	33.6	17.8	8.6	26.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	44.0	32.0	12.7	11.3	24.0
	7	186	100.0	34.9	32.6	16.0	16.6	32.6
	8	178	100.0	33.1	41.4	13.6	11.8	25.4
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	182	100.0	24.6	44.0	16.6	14.9	31.4
	7	181	100.0	35.1	36.3	12.9	15.8	28.7
	8	158	100.0	28.3	42.8	13.2	15.8	28.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	165	100.0	28.0	36.0	19.3	16.7	36.0
	7	186	100.0	43.4	36.0	9.7	10.9	20.6
	8	178	100.0	33.7	49.1	11.2	5.9	17.2

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 536)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.2%	Up from 5.6%	15.1%	16.7%
Retention rate	1.3%	Down from 1.5%	2.0%	2.5%
Attendance rate	95.9%	Up from 95.3%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 11.9%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.1%	0.1%	1.0%
Eligible for gifted and talented	9.4%	Up from 8.8%	18.6%	15.6%
On academic plans	46.0%	N/AV	42.9%	39.9%
On academic probation	0.0%	N/AV	0.8%	0.7%
With disabilities other than speech	13.1%	Down from 15.7%	13.4%	12.4%
Older than usual for grade	2.4%	Up from 1.3%	4.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	61.1%	Down from 62.9%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	7.5%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	3.5%	5.6%
Teachers returning from previous year	94.8%	Down from 96.7%	87.0%	84.6%
Teacher attendance rate	95.5%	Up from 95.4%	94.9%	94.8%
Average teacher salary	\$46,819	Up 3.7%	\$42,085	\$42,267
Prof. development days/teacher	8.7 days	Down from 12.6 days	12.4 days	11.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.4 to 1	21.6 to 1	21.1 to 1
Prime instructional time	89.8%	Up from 88.5%	89.4%	89.0%
Dollars spent per pupil*	\$6,514	Down 2.1%	\$6,127	\$6,243
Percent of expenditures for teacher salaries*	60.9%	Down from 62.0%	59.9%	59.8%
Percent of expenditures for instruction*	65.7%		64.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	76.3%	Down from 78.5%	98.2%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2005-2006 school year, Chesnee Middle School continued in the tradition of being exceptional in academics for students and their teachers. Four teachers were honored this year earning National Board Certification. We boast of eight National Board Certified teachers. Ten students were Junior Scholars. Fifty-seven were in the Beta Club. Three hundred students were honored as STAR students. We also earned the Red Carpet Award for the second time. We are the only school in our district to have this honor bestowed to us twice.

Chesnee Middle School students earned numerous awards for their literary accomplishments. A few examples of our students' publications were Letters about Literature, Palmetto Book Alliance Contest, Maggie's Drawers, Martin Luther King Essay award, Creative Communication's Essay Contest, Patriot's Pen Essay Contest and Anthology of Poetry by Young Americans. Three students won scholarships to the Spartanburg Junior Writing Project summer workshop. Twenty-eight students were recognized in the Lt. Governor's Writing Awards. For the 100 Book Challenge, students are encouraged to reach the goal of 100 hours of reading during the school year. This year 58 of our students have reached this goal. Many of these students will exceed this goal by more than 75 additional hours of reading. The top reader in the school currently has read 200 hours this year. CMS also participates in the Accelerated Reader Program, Spelling Bees and the Battle of the Brains. Chesnee Middle School's Battle of the Brains team fought their way to the Elite Eight group of semi-finalists. One of our students was identified as a Duke Scholar. The students' PACT scores met 17 out of 21 objectives mandated by AYP. We held a nine-week after-school program to help students improve their PACT scores.

Chesnee Middle School shines with academic achievements and in athletics. The 2005 football season was undefeated for the fighting Eagles. The Eagles boys' basketball team was also undefeated. Both teams were Conference Champions. Our girls' basketball team earned third place in their conference. Many of our students participate on the golf team, track team, softball and baseball teams at Chesnee High School.

As part of our Character Education Program, the students of Chesnee Middle School participated in many charitable activities. Students planted red tulips around our campus celebrating Red Ribbon Week, adding a dash of color to our freshly landscaped entrance. The group also visited the downtown area of Chesnee, sprinkling colorful flowers in planters on the main street. Art students collected backpacks and school supplies for victims of Hurricane Katrina in the We've Got Your Back campaign. Along with the PTA, FCA donated money to the Red Cross and raised money for two displaced families in the Chesnee area. The March of Dimes fundraiser campaign raised over \$1000 in April.

Chesnee Middle School is proud of the accomplishments of our school family. We teach our students the importance of academic success as well as the necessity of good citizenship to prepare them to build an even greater America.

Dale Campbell, Principal

Rob Hayes, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	34	165	78
Percent satisfied with learning environment	95.0%	72.1%	81.8%
Percent satisfied with social and physical environment	100.0%	74.4%	79.5%
Percent satisfied with school-home relations	75.0%	80.0%	68.8%

\*Only students at the highest middle school grade level at this school and their parents were included.